

L-2.1988-229


# SKILLS

**ARE YOUR  
PASSPORT**



**Alberta**  
CAREER DEVELOPMENT  
AND EMPLOYMENT

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## SKILLS ARE YOUR PASSPORT

### A Supplementary Learning Resource for Junior and Senior High School Students

**Skills Are Your Passport** confronts students with the work world reality of changing jobs, either by choice or necessity. It has been estimated that the average worker will change occupations as many as five times in his or her lifetime. Students are encouraged to consider not only their skills, experiences, abilities and personal values, but also their "hidden credentials" which have been accumulated over a lifetime. When searching for job alternatives, technical training may not be as important as transferable and personal skills. Transferable skills such as leadership or communication are common to many life situations. Personal skills enable individuals to cope with and manage work environments in order to be effective on the job.

**Skills Are Your Passport** relates closely to the Life Careers theme of the Junior High School Health and Personal Life Skills curriculum, and to the Careers and the World of Work theme of the Career and Life Management 20 curriculum.

#### Junior High School: Health and Personal Life Skills

Theme III, Life Careers, provides students with opportunities to develop attitudes of self in relation to the area of work through: 1) career awareness and preparation, and 2) career planning.

In grade seven, three to four hours of instruction are required for the Life Careers theme. **Skills Are Your Passport** is a useful learning resource to supplement content: 1) the definition of changing jobs, 2) work-related values, and 3) transferable skills developed through leisure activities and volunteer work. In the career planning sub-theme, the booklet reinforces the concept of career planning as a lifelong process, and encourages students to consider their interests and abilities.

In grade eight, six to seven hours of instruction are required for the Life Careers theme. **Skills Are Your Passport** can be integrated with the curriculum content: 1) managing leisure and recreation time, 2) factors in obtaining a job -- such as appearance, attitude and communication skills, and 3) factors in keeping a job -- such as meeting employer expectations and accepting personal responsibilities. In the career planning sub-theme, the booklet can be used to extend content related to interests, abilities, aptitudes, temperaments and values.

In grade nine, fifteen to seventeen hours of instruction are required for the Life Careers theme. **Skills Are Your Passport** can be used as a supplementary resource: 1) discussing job classifications as related to interests, skills and values, 2) considering changing occupational roles and 3) maintaining all possible options in educational and vocational planning. In the career planning sub-theme the booklet integrates well with curriculum content on individual characteristics and reinforces the need for continuous self-appraisal when considering job options.

## Senior High School: Career and Life Management 20

Theme D, Careers and the World of Work, is an eleven or thirteen hour required component of the C.A.L.M. curriculum. **Skills Are Your Passport** integrates with several of the sub-themes and can be used as a supplementary learning resource. The booklet reinforces the concept that skills developed through daily living are related to career opportunities (section 2.1). Content areas from section 2.2 include future trends in employment and potential occupational options such as entrepreneurship or non-traditional jobs.

**Skills Are Your Passport** can be used to supplement content in section 3.1, by assisting students to recognize a variety of positive alternatives to paid employment -- such as volunteer work, and the ways in which those alternatives can be turned into occupational opportunities. Finally, the booklet is suitable for encouraging students to reassess their personal skills, aptitudes, talents, interests and lifestyle preferences in order to develop alternative plans for future career activities (section 4).

### **A CREDIT TO YOURSELF**

#### **Planning Your High School Program**

In May of 1988, a new information package was distributed to schools province-wide to assist educators, parents and primarily grade nine students in selecting courses for grades 10 through 12.

The package is called **A Credit To Yourself** and it outlines the avenues available to students going into grade 10 through grades 11 and 12. The program also clearly illustrates the changes that were implemented in September, 1988 to secondary curriculum, including the new senior high school graduation requirements.

Emphasis is placed on planning, ensuring students choose the courses that are best suited to them and those courses that will most benefit them after graduation, whether they choose to continue their education or enter directly into the work force. Special consideration is given to "keeping your options open."

This package clearly reflects the theme of Canada Career Week, "Towards Tomorrow Today" and teachers are encouraged to make it available to all students from grades 9 through 12 during Canada Career Week.





Fall, 1988

To: Superintendents of Schools  
Directors, Private Schools  
Directors, Regional Offices  
Directors of Guidance and Counselling  
Principals  
Guidance Counsellors

RE: CANADA CAREER WEEK MATERIALS

Canada Career Week will be from November 7-11, 1988. The theme is TOWARDS TOMORROW TODAY. Across Canada, activities are organized to focus attention on life careers and career development. Alberta Education provides material for school counsellors and classroom teachers to use with students.

This year the Alberta Education Response Centre has developed a set of blackline masters for students in elementary schools, My Passport to the World of Work. Principals are encouraged to photocopy and distribute the teacher guide and masters to each teacher in the school. A French version, Mon passeport pour le monde du travail, has also been printed.

For students in junior and senior high schools, Skills Are Your Passport stresses the importance of transferable and personal skills including leadership and communication.


The booklet is complemented with suggestions for integrating the information with the Health and Personal Life Skills curriculum, and Career and Life Management 20.



The theme poster features Karen Percy and her personal and career-related skills. Other posters and brochures for secondary students present specific careers.

Canada Career Week is an opportunity to highlight career development activities as part of the curriculum throughout the year.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'W.F. Lockhart', with a stylized flourish at the end.

W.F. (Bill) Lockhart  
Executive Director  
Education Response Centre

WFL/kao





# PROGRAMS AT POST-SECONDARY INSTITUTIONS, ASSOCIATIONS, AND PRIVATE TRADE SCHOOLS IN TOURISM/LEISURE SERVICES/HOSPITALITY IN ALBERTA

INSTITUTION	PROGRAM OFFERED	LENGTH OF PROGRAM	CERTIFICATE DEGREE or DIPLOMA	ADDRESS
Alberta Vocational Centre, Lac La Biche	Commercial Cooking (Pre-Employment Cooking)	1 Year (16 Weeks)	Certificate or Transfer to NAIT	The Registrar, A/C Box 417, Lac La Biche, Alberta T0A 2C0 Telephone: (403) 623-5551
Alberta Vocational Centre, Edmonton	Introduction to Food Preparation	18 Weeks		The Registrar, A/C Room 126, 10215 - 108 Street Edmonton, Alberta T5J 1L6 Telephone: (403) 427-5512/5513
Alberta Vocational Centre, Calgary	Hotel and Restaurant Hospitality	39 Weeks	Certificate	The Registrar, A/C 332 - 6 Avenue S.E. Calgary, Alberta T2G 4S6 Telephone: (403) 297-3930
Alberta Vocational Centre, Edmonton	Mixology	7 Weeks		The Registrar, A/C Room 126, 10215 - 108 Street Edmonton, Alberta T5J 1L6 Telephone: (403) 427-5512/5513
Association of Canadian Mountain Guides	Winter Ski, Summer Climbing Guiding (various levels)	4-21 Days (varies)		Association of Canadian Mountain Guides Box 1537, Banff, Alberta T0L 0C0 Telephone: (403) 762-6306 • 762-5381
Career College, Calgary	Travel & Tourism	29 Weeks (Day or Evening)	Certificate	Career College 200, 206 - 7 Avenue S.W. Calgary, Alberta T2P 0W7 Telephone: (403) 266-0966 • 265-5343
Career College, Edmonton	Travel & Tourism	29 Weeks (Day or Evening)	Certificate	Career College 10355 Jasper Avenue Edmonton, Alberta T5J 1Y6 Telephone: (403) 424-6650
Fairview College	Cook, Commercial and Camp	16 Weeks	Certificate	The Registrar, Fairview College Box 3000, Fairview, Alberta T0H 1L0 Telephone: (403) 835-6600
Fine Art Bartending School	- Cocktail Waitressing - Bartending - Hospitality Management	40 Hours (Bartending) 20 Hours (Cocktail Waitressing)	Certificate	Fine Art Bartending School 205, 120A - 16 Avenue N.E. Calgary, Alberta T2E 1J5 Telephone: (403) 230-3150
Fine Art Bartending School	- Cocktail Waitressing - Bartending - Hospitality Management	40 Hours (Bartending) 20 Hours (Cocktail Waitressing)	Certificate	Fine Art Bartending School 33, 10509 - 81 Avenue Edmonton, Alberta T6E 1X7 Telephone: (403) 439-7963
Grant MacEwan Community College	Travel Consultant	2 Years	Diploma	The Registrar Grant MacEwan Community College Seventh Street Plaza Campus P.O. Box 1796 Edmonton, Alberta T5P 2P7 Telephone: (403) 483-4411
Keyano College	Commercial Cooking (Pre-Employment Cooking)	1 Year (16 Weeks)	Certificate	The Registrar, Keyano College 8115 Franklin Avenue Fort McMurray, Alberta T9H 2H7 Telephone: (403) 791-4800
Lakeland College	Pre-Employment Industrial Cooking	1 Year	Certificate	The Registrar, Lakeland College Vermilion Campus Vermilion, Alberta T0B 4M0 Telephone: (403) 853-8400
Lethbridge Community College	Commercial or Professional Cooking	1 Year	Certificate	Student Services Lethbridge Community College 3000 College Drive South Lethbridge, Alberta T1K 1L6 Telephone: (403) 320-3200
Lethbridge Community College	Recreation Management	1 Year or 2 Years	Certificate or Diploma	Student Services Lethbridge Community College 3000 College Drive South Lethbridge, Alberta T1K 1L6 Telephone: (403) 320-3200
Medicine Hat College	Travel Consultant	1 Year	Certificate	The Registrar, Medicine Hat College 299 College Drive Medicine Hat, Alberta T1A 3Y6 Telephone: (403) 529-3811
Mount Royal College	Leisure Services	2 Years	Diploma	The Registrar, Mount Royal College 4825 Richard Road S.W. Calgary, Alberta T3E 6K6 Telephone: (403) 240-6343
Northern Alberta Institute of Technology	Baking	1 Year	Certificate	The Registrar, Northern Alberta Institute of Technology 11762 - 106 Street Edmonton, Alberta T5G 2R1 Telephone: (403) 471-7411

INSTITUTION	PROGRAM OFFERED	LENGTH OF PROGRAM	CERTIFICATE DEGREE or DIPLOMA	ADDRESS
Northern Alberta Institute of Technology	Commercial Cooking	2 Years	Diploma	The Registrar, Northern Alberta Institute of Technology 11762 - 106 Street Edmonton, Alberta T5G 2R1 Telephone: (403) 471-7411
Northern Alberta Institute of Technology	Hospitality Gold Certificate Program	3 Levels	Certificate	The Registrar, Northern Alberta Institute of Technology, Continuing Education 11762 - 106 Street Edmonton, Alberta T5G 2R1 Telephone: (403) 471-7422
Red Deer College	Hospitality	1 Semester 1 Year 2 Year	Certificate Diploma	The Registrar, Red Deer College 56 Avenue, 32 Street, Box 5005 Red Deer, Alberta T4N 5H5 Telephone: (403) 342-3300
Southern Alberta Institute of Technology	Baking	1 Year	Certificate	The Registrar, Southern Alberta Institute of Technology 1301 - 16 Avenue N.W. Calgary, Alberta T2M 0L4 Telephone: (403) 284-8841
Southern Alberta Institute of Technology	Hotel and Restaurant Administration	2 Years	Diploma	The Registrar, Southern Alberta Institute of Technology 1301 - 16 Avenue N.W. Calgary, Alberta T2M 0L4 Telephone: (403) 284-8841
Southern Alberta Institute of Technology	Hotel Operations	8 Courses (Evening)	Certificate	The Registrar, Southern Alberta Institute of Technology 1301 - 16 Avenue N.W. Calgary, Alberta T2M 0L4 Telephone: (403) 284-8841
Southern Alberta Institute of Technology	Professional Cooking	2 Years	Diploma	The Registrar, Southern Alberta Institute of Technology 1301 - 16 Avenue N.W. Calgary, Alberta T2M 0L4 Telephone: (403) 284-8841
Southern Alberta Institute of Technology	Recreation Facility Operations and Management	1 Year	Certificate	The Registrar, Southern Alberta Institute of Technology, 1301 - 16 Avenue N.W. Calgary, Alberta T2M 0L4 Telephone: (403) 284-8841
Southern Alberta Institute of Technology	Tourism	11 Weeks (Evening)		The Registrar, Southern Alberta Institute of Technology, Continuing Education 1301 - 16 Avenue N.W. Calgary, Alberta T2M 0L4 Telephone: (403) 284-8881
Southern Alberta Institute of Technology	Travel Counselling	2 Years	Diploma	The Registrar, Southern Alberta Institute of Technology 1301 - 16 Avenue N.W. Calgary, Alberta T2M 0L4 Telephone: (403) 284-8841
University of Alberta	Food Services Administration	4 Years	Bachelor of Commerce	The Registrar, Admissions Division Admin. Building, University of Alberta Edmonton, Alberta T6G 2M7 Telephone: (403) 432-3113
University of Alberta	Recreation Administration	4 Years	Bachelor of Arts	The Registrar, Admissions Division Admin. Building, University of Alberta Edmonton, Alberta T6G 2M7 Telephone: (403) 432-3113
University of Calgary	Leisure, Tourism and Society	4 Years	Bachelor of Arts (General Studies)	Registrar's Office, University of Calgary 2500 University Drive N.W. Calgary, Alberta T2N 1N4 Telephone: (403) 220-6645
University of Calgary	Tourism and Hospitality Management	300 Hours (3 Years Part-time)	Certificate	Faculty of Continuing Education Certificate Programs University of Calgary 2500 University Drive N.W. Calgary, Alberta T2N 1N4 Telephone: (403) 220-4100
University of Lethbridge	Recreation and Leisure	4 Years	Bachelor of Arts/ Bachelor of Science	The Registrar, University of Lethbridge 4401 University Drive Lethbridge, Alberta T1K 3M4 Telephone: (403) 329-2231

(These courses offered as of September 1988.)

There are also short courses and seminars offered by a number of institutes and private consultants.

For further information on programs in the Tourism/Hospitality industry, contact:



**Alberta Tourism Education Council**  
**Main Floor, 10808 - 99 Avenue**  
**Edmonton, Alberta**  
**T5K 0G2**  
**Telephone: (403) 422-0781**



# CAREERS IN TOURISM

Besides having fun, what do a travel writer, waitress and tour guide have in common? They all work in Alberta's tourism/hospitality industry.

Exciting, challenging careers are open for men and women who like working with people and have friendly, happy attitudes. Tourism is a multi-billion dollar business and it's growing fast. By the year 2000 tourism is expected to be the world's leading industry. You are invited to be part of the dream, part of the bright future, right here in Alberta.

"Be a Part Of It All" could be this industry's motto! Whether you choose to be a hotel manager, a ski instructor, a chef, waitress, groundskeeper, or a golf instructor, there are plenty of job opportunities in tourism and hospitality right across our beautiful province.

## WHAT WILL YOU DO?

The story goes that a reporter once asked three workers in Banff what they were doing. They each gave a different answer. The busperson said, "I'm carrying dishes to the kitchen."

The waitress said, "I'm taking care of people."

The hotel manager said, "I'm involved in the tourism/hospitality industry."

They were all right. In fact the thousands of Albertans who work in ski resorts, campgrounds, service stations, amusement parks, tourist attractions, hotels and restaurants would each give that reporter a different answer. Can the over 100,000 Albertans who are part of it all — be right? Believe it.

## WHO WILL YOU WORK WITH?

Working in the tourism/hospitality industry is often busy and demanding. If you are easy to get along with, flexible, energetic and enthusiastic you will feel right at home. People with a ready smile, a pleasant manner and a good attitude have a great time. If you take pride in your appearance and are considerate of others — both fellowworkers and customers, you'll find working in the tourism industry a treat.

*The future beckons us all. Over the next few years Alberta's tourism industry will generate thousands of new jobs and thousands of new business opportunities for Albertans. A wide range of training opportunities is being developed to make sure tourism reaches its potential.*

*— Stockwell Day*

*Chairman, Alberta Tourism Education Council*





Some occupations in tourism are:

### Accommodation

Hotel/Motel Manager  
Youth Hostel Supervisor  
Convention/Banquet Manager  
Desk Clerk  
Switchboard Operator  
Executive Housekeeper  
Room Cleaner  
Bellhop  
Chartered Accountant  
Social Director  
Campsite Attendant  
Supply Clerk  
Building Superintendent  
Night Auditor



### Travel

Travel Agent  
Ticket Agent  
Sales Promotion/Writer  
Travel Guide  
Airline Tour Agent  
Flight Attendant  
Manager of Tariffs  
Group Sales Specialist  
Courier



## A FEW SAMPLE OCCUPATIONS

The variety of careers in tourism is astonishing. It is a real chance to make a contribution in a dynamic and often exhilarating environment. As a tourism professional you could be:

- a **desk clerk** who greets incoming customers, registers guests and gives information about hotel services and the local community.
- a **travel guide** who escorts tourists on tours ensuring schedules are met and accommodations are more than satisfactory.
- a **ticket agent** who takes reservations, issues tickets, and prepares sales reports.
- a **recreation researcher** who conducts surveys and analysis in the field of recreation and leisure time activities and advises business and government recreation practitioners on the types of services needed in a particular zone.
- a **ski instructor** who demonstrates and teaches the art of skiing to groups or individuals.
- or a **social director** who plans recreational activities and creates a friendly atmosphere for guests.

*Young people can expect a rewarding career. I have worked in the hospitality industry for a long time and I can honestly say there's no other place I would rather be.*

— Elizabeth Kuhnel, Your Choice Restaurant Group

## WHAT ABOUT TRAINING?

For some tasks training takes place on the job. You learn by doing. Usually by following a professional who has been in the business for years. They are eager to help. After all you are all part of the same team. You'll find good friends and working partners in the tourism industry. A good attitude will carry you a long way.

If you do need special training in specific areas, that is available as well. Included in this brochure is a list of schools and institutions that offer everything from short courses in mixology, diploma courses in baking, and degrees in dietetics or public relations.

Check the list and see if some area attracts you especially. Decide whether you want to work full or part time or seasonally. For instance, you could start by getting a summer job in a restaurant, or working part time at a country club. Discover if the active, people-centered work of tourism suits you.

What you as a waiter, a busperson, or a travel consultant will discover is the tourism industry and those who work in it have a common goal, no matter what job or career they are in. TO GIVE TOURISTS, VISITORS AND ALBERTANS ALIKE WHAT THEY DESERVE — GOOD SERVICE AND GREAT HOSPITALITY — (And have fun doing it!)

Careers are open in accommodation, travel, recreation, and food and beverage service. Let the lists running between the photos spark your imagination further. Surprising, isn't it?

## SOME INSIDE HINTS.

Think of it! All the skills and knowledge you pick up in the hospitality industry will travel with you, where ever you go. Whether you move — to the mountains, to the cities, to the cottage country, or the northern bush — your work experience could be a springboard to a new job? New restaurants, hotels, and resorts continue to open and expand across our province. Not to mention — the world beyond.

## Recreation

Park Ranger  
Park Caretaker  
Hunting and Fishing Guide  
Recreational Facility Operator  
Recreational Camp Attendant  
Ski Instructor  
Golf Professional  
Life Guard  
Amusement  
— Concession Operator  
Sports and Recreation Consultant



## Food and Beverage Services

Food Services Supervisor  
Banquet Captain  
Bartender  
Wine Steward/Stewardess  
Executive Chef  
Kitchen Steward  
Cook  
Meat Cutter  
Baker  
Purchasing Steward  
Dietician  
Food Technologist  
Food and Beverage Control Clerk



Ask the waiter in your favorite restaurant or the golf pro who is a friend of the family how they got started. There are professionals who have worked hard to bring Alberta into the forefront of the industry. They'll give you good advice. They may even know about an opening.

Some people launch a career by starting in one job and moving into another. Others are content to become experts in one field and stay there. For those thinking of advancement, we'll talk about the career ladder.



## UP THE CAREER LADDER

No other industry offers so many chances for advancement and travel. You can climb the career ladder in the tourism industry in a number of ways.

Take Robert as an example. He started as a busperson in a local restaurant, moving to waiter once he had mastered all the necessary skills. He liked the variety that working shifts offered.



Several months later he took a job at a larger restaurant that challenged his expertise. After a few years the position of dining room manager became vacant. However management told Robert he needed more education. Another challenge, another rung on the ladder. So Robert enrolled in a course at a community college and worked evenings at the restaurant. When he had finished his training, Robert applied again for a position as manager.

In a few years Robert gained enough experience to apply for the job of banquet manager in a large hotel in the city. Another challenge, another rung on his career ladder. Finally after working his way up in several locations, Robert realized his goal and became the general manager of a fine hotel.

Robert's career ladder progressed this way:

busperson  
waiter  
training in hospitality  
dining room manager  
catering manager  
food and beverage director  
assistant general manager  
general manager

His friend Susan who had started at the local restaurant at the same time as Robert, chose a different career ladder. For Susan the steps included:

busperson  
kitchen helper  
training as a professional cook  
cook  
head cook  
entrepreneurial training  
owner and manager of a restaurant

Meanwhile Scott who started with Robert and Susan had remained happily at the local restaurant as a professional waiter, training young men and women for the hospitality industry.

No matter where you start or how far you go, you are a long way ahead with a good attitude, broad experience or special training. You can "Be a part of it all".

Now besides having fun, what are all those people in the tourism industry doing? Making sure all visitors and Albertans alike have a great time. Come join the team that's making sure that happens.

*If the challenge of working with people in a dynamic environment attracts you, then tourism is the place to be.*

*— Bev Berenson*

*General Manager, Calaway Park, Calgary*



For further information on programs in the Tourism/Hospitality industry, contact:

**ALBERTA TOURISM EDUCATION COUNCIL,**

**Main Floor, 10809-99 Avenue**

**Edmonton, Alberta**

**T5K 0G2**

**Phone: 422-0781**

For additional career planning information Alberta Career Development and Employment has a Career Information Hotline

in Edmonton call 422-4266

outside Edmonton dial 0 and ask for Zenith 22140

With special thanks to

Career Programs and Resources Branch, Alberta Career Development and Employment.



**ALBERTA  
TOURISM  
EDUCATION  
COUNCIL**



OCT 1

# **SKILLS ARE YOUR PASSPORT**

Many thanks to the Career Development Institute for preparation of the original manuscript from which this publication has been developed.

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# WHERE ARE YOU GOING?

***I just got out of school and I haven't done anything yet. Who would want to hire me?***

***I've just spent the last ten years as a homemaker. What kind of job can I hope to get in today's tough job market?***

***I've got to get out of this job. I never figured doing nine to five would feel like five to life. I need something new to do ... but what?***

***I've been laid off and nobody's hiring teachers these days. What's going to happen to me?***

Everywhere we look, there are undercurrents of unrest in the labour market. Students training for fields where there may be no jobs. Fast-track executives wanting to move into the slow lane. Assembly-line, clerical and middle-management workers seeing themselves being squeezed out by computers and automation. Women re-entering the workforce in record numbers. And thousands of others who, through boredom, burnout, or financial frustration, want to make a move - in, up, out, or anywhere they can.

Whether by choice or necessity, more and more Canadian workers are confronting the prospect of changing occupations. It has been estimated that the average worker will change occupations as many as five times in his or her lifetime. That's about 65 million occupational changes in the lives of our current workforce!

Some people welcome this change with excitement and energy. For others, it means chaos and anxiety. For many, it means moving

aimlessly from one job to another just to survive.

It's true, dynamic changes are occurring in the workplace. The computer has revolutionized the way most of us do our work. New occupations like artificial intelligence technician, energy auditor, information broker, and space mechanic are beginning to make their appearance, while others - particularly labourers, production workers, and paper shufflers - are fast losing ground. In all areas of the labour market, the trend is increasingly towards more information or knowledge jobs in a high-tech environment.

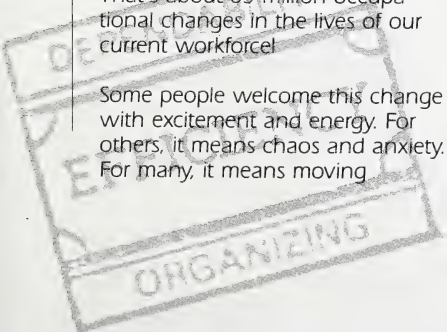
But there now is, and there will be in the future, a need for cashiers, nurses, sales clerks, and accountants alongside the extra-terrestrial geologists and cryogenics engineers. As Richard Bolles, the pioneering life/career planning expert, so eloquently puts it:

*We will still need workers who are able to make our shelter for us, grow our food, and fashion our clothes.*

*We will still need workers who are able to repair our cars, our refrigerators, our furnaces, our water heaters, our air conditioners, our plumbing, our wiring, our fancy TVs, stereos, VCRs, video game consoles, windows, doors, kitchens, and stoves.*

*We will still need people who are able to wait on people, cook for people, serve people, nurse people, heal people, and clean up for people.*

*We will still need people who are good with their hands, good with their eyes, and good with their*







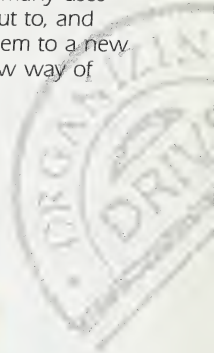
*minds to do the things that have always needed doing in a civilized society!*

It seems that, in spite of all the changes going on, work will still be with us, and people will still be needed to do it. But how and where we do this work is another matter.

There will be new occupations (not yet invented) to step into; new job skills to be mastered; and new technologies, processes, procedures and work environments to adapt to. Surviving and thriving in today's

- and tomorrow's - job market depends on our ability to master a variety of skills, and remain flexible to the changes going on around us.

Successful occupational changers have this ability. They know who they are, what they can do, and what they want to achieve. Faced with making a change, they can quickly take stock of their skills repertoire, see what many uses those skills can be put to, and successfully apply them to a new line of work or a new way of working.



## WHAT ARE SKILLS ANYWAY ...AND HOW DO WE GET THEM?

**A** skill, in a nutshell, is a learned ability to do something well. Experts in the field maintain that every person has up to 700 different skills in their repertoire. Yet most of us would have trouble coming up with more than a dozen skills we'd be able to tell anybody about.

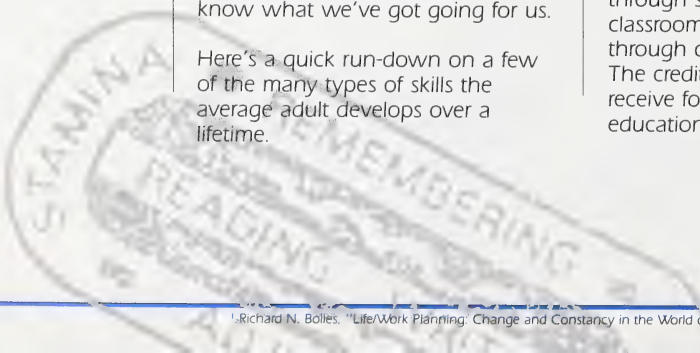
It seems we all have trouble spotting skills in ourselves or, if we do recognize them, we don't feel right making a big deal about them. But we can no longer afford this kind of misdirected modesty. Before we can begin feeling confident about our abilities to move within a changing work world, we have to realistically know what we've got going for us.

Here's a quick run-down on a few of the many types of skills the average adult develops over a lifetime.

### Technical Skills

Technical skills, as their name implies, are the specific technical areas of knowledge and ability we need to have in order to do a particular job. The lab technician's ability to conduct PH tests, the surgeon's proficient use of surgical tools and knowledge of procedures, the motorcycle mechanic's specialized knowledge of Harley Davidson engine parts and their repair, the artist's ability to mix colours to create a palette, the check-out clerk's adeptness with the computerized cash register, are all examples.

Technical skills are usually learned through some form of training - in classrooms or on the job - and through observation and practice. The credits and diplomas we receive for various kinds of education and training certify that



we have a certain level of skill, and employers often ask for these paper credentials as “proof” of our technical competence.

Technical skills may be unique to a particular job, company or industry, and must be updated or changed as jobs change, and as new procedures, technologies or processes are introduced on the job site.

## Functional/Transferable Skills

Functional/transferable skills are those skills developed through many everyday experiences - including paid employment, school, homemaking, recreation, community activities, and volunteer work. They are skills that are common to many life situations and, as they relate to work, can be transferred from one employer to another, one occupation to another, one industry to another.

There are literally hundreds of functional/transferable skills that people develop over the years but, because they don't come attached with a job title or educational credential, we often don't place much value on them. Often we don't even know we have them.

Some of the more common types of functional/transferable skills include:

- Working with Others (Social) Skills
- Physical Skills
- Working with Machines or Tools Skills
- Sensory Skills
- Leadership Skills
- Detail (Orderly) Skills
- Creative Skills
- Working with Difficult Situations Skills
- Working with Numbers Skills
- Reasoning (Analytical) Skills
- Communication Skills
- Knowledge Skills
- Computer Literacy

The “Skills Checklist” on pages 13-21 contains a more detailed listing of function/transferable skills.

Three sets of functional/transferable skills that are continually emphasized in our information-based work world are Communication Skills, Knowledge Skills, and Computer Literacy.

Communication Skills are broad-ranging and include:

- reading to obtain information,
- writing to express oneself in different forms of written communication,
- talking to people in ordinary conversational settings,
- speaking to a group or audience,
- explaining information clearly and accurately,
- persuading others to buy a product or support a cause,
- negotiating to reach an agreement.

Knowledge Skills do not refer to the specifics of what you know, but rather to your ability to:

- know where and how to access needed information,
- recall information accurately,
- identify information needed to get a job done,
- use information in decision making and problem solving,
- create new knowledge as a result of synthesizing existing knowledge.

Computer Literacy refers to:

- understanding how computers operate,
- being willing and able to use computers,
- knowing how to interpret computer-generated information.

Considering the speed at which knowledge is growing - and simultaneously becoming obsolete - Communication Skills, Knowledge Skills, and Computer Literacy are key job survival skills for tomorrow.

## Personal (Self-Management) Skills

The third type of skill each of us possesses is even more elusive. Personal (sometimes called self-management) skills are part of our personalities, acquired early in life, and developed as our way of handling different situations. Thus, they're also transferable. They go where we go. They're really part of our attitude, our personal style, our approach to life's circumstances. As this relates to work, personal skills allow us to cope with and manage our work environments and be effective on the job.

Some employability traits (personal skills) most frequently mentioned by employers as being desirable are:

- dependability
- punctuality
- pride in performance
- responsibility
- initiative
- loyalty
- integrity
- getting along with others
- enthusiasm
- responding to pressure
- flexibility
- tactfulness
- good grooming
- self confidence
- motivation
- positive attitude

At first glance, these personal skills seem obvious and universal, like a second skin. But not everyone is

endowed with them and, unlike technical and functional/transferable skills, employers rarely include personal skills as part of a company's training program. As one employer put it, "We can't teach personality."

The person well-endowed with many of these personal skills has a decided edge over those who aren't. You may not get hired on the basis of personal skills alone but, with everything else being equal, they can become the deciding factor. They also go a long way in getting you recognized, appreciated, and promoted within the company. It's a routine comment among employers that workers do not get fired because they lack technical skills; they get fired because they lack personal skills.

Since both functional/transferable and personal skills are transferable, you can take them from one occupation to another, from one activity to another. In many cases, they can be learned and refined. The first step is for you to identify your functional/transferable and personal skills, then you can decide which of these skills you would like to use in a future job and if there are any skills which you would like to acquire or improve. The "Skills Checklist" on pages 13-21 will help you to identify the skills you have, those you would like to use in the future, and those you would like to acquire.





# IS THERE RETOOLING WITHOUT RESCHOOLING?

**F**aced with making a career move, a common first reaction is to think in terms of more education or retraining. Can the recent grad going for his first job, the occupational changer, or the returning homemaker find a satisfying career without returning to school? Is the M.B.A. degree, or social work diploma, or computer operation course absolutely necessary before you can compete in the job market?

Yes to the first question. Not necessarily to the second. It depends, to a large extent, on what your career goal is, and how you presently define yourself - in terms of skills, experiences, abilities, and personal values. Academic qualifications often have little to do with any of these.

Admittedly, the ranks of some occupations are tightly closed to all who do not possess certain specific credentials - degrees, diplomas, tickets, licences - that "prove" the bearer has the skills required to do the job. Needless to say, no matter how much you want it, you will never practice law in this country with a matchbook cover diploma in Jurisprudence from the Rapid Success College. If law is your career goal, you'll only reach it by fulfilling the requirements set down by that profession.

On the other hand, you don't necessarily have to be a journalism graduate to work as a reporter.

Perfectly competent newspaper writers come from the ranks of all the liberal arts disciplines - as well as those who have never been to university or college at all.

And the opposite is equally true. The "trained" reporter doesn't have to limit his or her sights to the newspaper world. Those well-honed writing/interviewing/meeting deadlines skills can be transferred to work in advertising, public relations, radio and television, and freelancing, just to name a few.

Many people find that their original educational training has little to do with their ultimate occupational choice. Even in those fields where the relationship seems obvious, the work you actually end up doing will have more to do with lifestyle preferences, valued skills, and available opportunities than it will with that long-ago earned forestry degree or carpenter's ticket. There may have been some direct relationship in the first job, or even the second, but beyond that, people often discover that those skills that have been allowed to develop and which they most enjoy using are the ones that take them off in new directions. Thus, someone with a carpentry or forestry background may continue to work in the same field, but be involved in frontline work, administration, management, sales, public relations, or training, and so on.

DEPENDABILITY  
EFFICIENCY  
ORGANIZING

EXPLAINING  
DETAIL  
ALERTNESS  
INTEGRITY

# TRANSLATING OUR "HIDDEN CREDENTIALS"

If you want to make a career move, you have to begin looking beyond the labels of former job titles, places of employment, or academic credentials. You need to start seeing yourself in terms of your lifelong accumulation of experiences, skills, knowledge, and behaviours - a set of "hidden credentials" that need to be personally recognized and valued before they can be recognized and valued by employers.

Those hidden credentials come from a wide variety of experiences:

- the subjects you studied in school,
- the jobs you've held,
- the roles you've played in the community (spouse, parent, neighbour, friend, volunteer, church or club member),
- the things you've done with others, or alone,
- the things you've learned on your own ... through reading, or observing, or just plain doing.

Taken together, these become the sum total of who you are and what you can do. This stockpile of credentials can be brought together in varying combinations - molded to meet the requirements of one occupation, and then regrouped and reshaped to fit another.

How does one go about doing that? Here are some suggestions:

**1. Be specific about what skills you really have.** People often say things like, "I'm good with people" or "I want to help people." But that's not good enough. You can work with people in many ways. You can

teach people, or supervise them, motivate them, entertain them or sell things to them. You can counsel them, interview them, cut their hair, take out their appendixes, or capture their emotions on film. Whatever the group of skills you identify, a variety of occupational options may develop. You want your options to reflect those skills you're best at and most want to use.

**2. Decide which of your skills you want to use.** One of the things that happens to us as adults is that we tend to be rewarded and reinforced for doing certain things that we've become good at. Over the years, we forget to ask ourselves if we still like those things. You can be good at something, do it a lot and become experienced at it, but it may not be something that really fulfills you anymore, or that you want to keep doing. A career move lets you re-examine all those things you've done in life to discover what it is you truly like and want to do now.

**3. Make sure your functional/transferable skills transfer.** It's a common belief that, if you can sell, teach or manage, you can sell, teach or manage anything. While there seems to be some truth to this, other important considerations - like knowledge of the area, appropriate working styles, credibility in the field, and organizational "savvy" - can't be overlooked. You need to know which of your skills you can transfer to another field and how they apply in that field. People who are sensitive to both the commonalities and differences of

occupations are able to perform the right skills at the right time in the most appropriate ways.

**4. Find people who have made the move in an unconventional way.** It doesn't help your case to only know about people who entered the field with all the proper credentials. That's only self-defeating. Unless it is truly a restricted occupation, there's bound to be someone around who did it another way. Was it a certain combination of skills, a novel job hunting technique, a networking contact, a methodical series of smaller career moves, or some other unique method? You may not be prepared - or able - to duplicate their strategies, but at least you'll know what they are - and that it's possible. That's vital knowledge in itself.

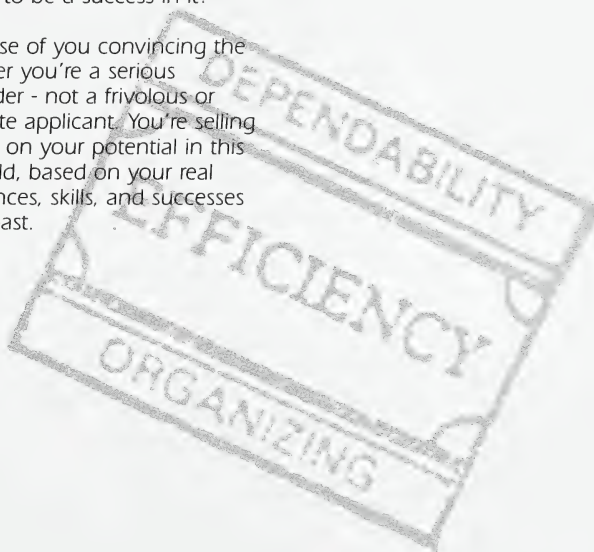
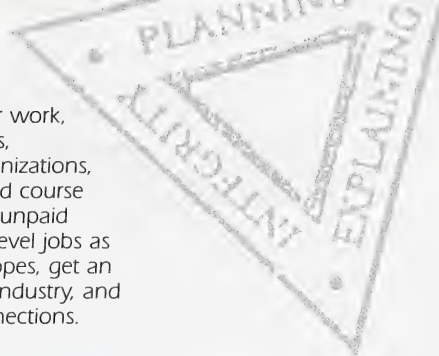
**5. Be willing to make extra efforts to get what you want.** If the lack of letter-perfect qualifications is holding you back from going after the job you want, be prepared to invest unpaid time (or practically unpaid) in gaining the experience and contacts you need. If you're a student, this can mean taking internships or work experience programs as part of your studies, or choosing a low-paying summer job in a related field over a higher-paying one that is unrelated. For everyone, it means

looking at volunteer work, community activities, membership in organizations, personal reading and course taking, freelance or unpaid projects, and entry-level jobs as ways to learn the ropes, get an inside track on the industry, and make the right connections.

**6. Be prepared to be convincing.** Let's face it. Not all employers are going to accept your inventory of skills as being equivalent to the standard credentials they're used to. You're going to have to convince them. This means that you have to be convinced yourself.

You have to know enough about the career field you want to enter to be able to show how your background qualifies you for consideration. What's your track record been - the common threads running through your life - that demonstrate your continued interest in or commitment to that field? What's your knowledge of that area and your understanding of the skills needed to be a success in it?

It's a case of you convincing the employer you're a serious contender - not a frivolous or desperate applicant. You're selling yourself on your potential in this new field, based on your real experiences, skills, and successes in the past.





## BACK TO THE FUTURE

**W**hen it comes to managing our careers, some of us have acted like ostriches for too long. We've seen changes in the labour market coming but have chosen to ignore them, hoping they'll go away or pass us by. They won't. Even if our jobs don't disappear, they'll change and we'll have to change to keep stride.

It's evident by now that one field of study or one line of work is no longer going to guarantee job success and security. To stay afloat and maneuver within our changing work world, we need to be able to call on several different areas of expertise.

Going back to school and retraining in an entirely new field is one option. But there are other ways closer at hand. Such as?

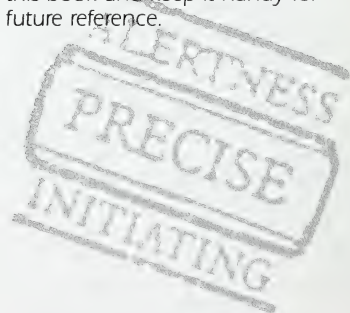
Looking for new projects or duties to take on in your present job. Participating in community activities and worthy causes where new skills can be developed. Signing up for the company's supervisory training program, or taking that

correspondence securities course you keep putting off. Not turning your back on the computer in your office. Developing a special interest or hobby into an area of competency or business sideline.

The point is to start now to seek out and seize opportunities where you can learn something different. Join. Read. Participate. Learn. Be willing to try. By continually building on the skills and knowledge base you already have, you're in a position to diversify your career options and make the moves you want. Skills truly are your passport to the future.

If you're interested in taking a closer look at your particular functional/transferable and personal skills at this time, turn to the "Skills Checklist" on pages 13-21.

Once you've narrowed down the skills you have which can be transferred, put them, along with your technical job content skills, in your *Skills Passport* at the back of this book and keep it handy for future reference.



# PROFILE OF DAN

**D**an is a journeyman electrician who, as a foreman on his last job, travelled throughout Alberta to oversee numerous projects. Each one was successfully completed within budget. Dan's sharp wit and ability to get along with others was admired by his co-workers and boss. Dan was responsible for submitting quotes, setting up a site, organizing duties, controlling quality, and completing a job on schedule. He has been unemployed for the last three months and would like to prepare a resume that would increase his chances of being interviewed.

Dan is married and has three children. During the past year, as the result of questions his daughter asked

about the family history, Dan became interested in genealogy. Now his goal is to develop a family tree. So far, Dan has interviewed his grandparents and some other older relatives, obtained copies of birth and death records from Bureaus of Statistics in Ontario and Alberta, and contacted distant relatives in Europe. Running into a number of dead ends in his research has not discouraged Dan. In fact, he's more determined than ever to complete work on his family tree. In the last few months, Dan has also been involved in refereeing baseball for the little league.

The following is a description of some of the tasks/activities involved in two of Dan's accomplishments.

## ACCOMPLISHMENT 1: PAID EMPLOYMENT AS AN ELECTRICAL FOREMAN

### Tasks/Activities Involved

- supervising/overseeing the work of other electricians.
- submitting quotes.
- setting up a work site.
- organizing duty assignments.
- ensuring quality control.
- ensuring that each job stays on schedule (deadlines are met).

### Some Skills Used (from the "Skills Checklist" on pages 13-21)

- 33. explaining
- 36. making decisions
- 37. directing/supervising
- 38. initiating
- 39. confronting
- 78. tact
- 79. understanding
- 22. calculating
- 23. measuring
- 24. estimating
- 26. numerical reasoning
- 28. writing
- 37. directing/supervising
- 40. planning
- 41. organizing
- 36. making decisions
- 40. planning
- 41. organizing
- 47. analyzing
- 14. being precise
- 15. alertness
- 16. attention to detail
- 18. verifying
- 75. integrity
- 37. directing/supervising
- 69. efficiency
- 70. dependability
- 72. persistence
- 64. working under pressure

## ACCOMPLISHMENT 2: WORKING ON A FAMILY TREE

### Tasks/Activities Involved

- planning and organizing tasks to be done.
- interviewing relatives.
- researching sources of information:  
family records, archives, etc.
- analyzing and organizing the information obtained.

### Some Skills Used (from the "Skills Checklist" on pages 13-21)

- 40. planning
- 41. organizing
- 32. questioning
- 46. investigating/researching
- 16. attention to detail
- 27. reading
- 28. writing
- 46. investigating/researching
- 19. record keeping
- 20. sorting
- 28. writing
- 41. organizing
- 47. analyzing

In addition to the skills listed here, Dan has also demonstrated the following personal skills:

- 80. enthusiasm
- 81. pride in performance



# PROFILE OF JENNIFER

After she finished high school, Jennifer worked as a cashier at a large supermarket. Everyday she greeted customers, rang in grocery amounts on her cash register, took the customers' payments and made change. She had to be familiar with all the prices and the items on special. She often had to handle coupons and refunds. It was important for her to balance at the end of her shift when she cashed out. At busy times, Jennifer often had to pack groceries as well as run the cash register. During quiet periods, she assisted with inventory checks. No matter what kind of day it was, she was always courteous to the customers. Jennifer's pleasant manner and enthusiasm had a positive effect on the attitudes of her fellow workers and her customers.

Jennifer left her job at the supermarket when her first child was born. She is now working at home as a

fulltime homemaker and mother of two children. In addition to the work she does in her home caring for her children, cleaning, handling the family budget, doing minor home repairs, preparing meals and doing laundry, Jennifer is also actively involved with the local community. She is currently the treasurer of the community league. Jennifer recently finished redecorating her home and is now refinishing a dresser in her spare time.

In the fall, when her youngest child starts primary school, Jennifer would like to re-enter the paid workforce. However, she's not that sure she wants to work as a cashier again.

The following is a description of some of the tasks/activities involved in two of Jennifer's accomplishments.

## ACCOMPLISHMENT 1: PAID EMPLOYMENT AS A CASHIER

### Tasks/Activities Involved

- greeting, assisting and being courteous to customers.
- operating a computerized cash register.
- taking payments and making change.
- packing merchandise.
- doing inventory.
- cashing out (balancing monies) at the end of the day.

### Some Skills Used (from the "Skills Checklist" on pages 13-21)

- 29. talking
- 31. listening
- 33. explaining
- 49. remembering
- 50. serving
- 70. dependability
- 71. flexibility
- 78. tact
- 79. understanding
- 80. enthusiasm
- 66. self control
- 1. using your fingers
- 7. operating
- 22. calculating
- 1. using your fingers
- 16. attention to detail
- 17. following procedures
- 22. calculating
- 2. using your hands
- 20. sorting
- 19. record keeping
- 20. sorting
- 21. counting
- 14. being precise
- 17. following procedures
- 22. calculating

## ACCOMPLISHMENT 2: WORKING AS A HOMEMAKER

### Tasks/Activities Involved

- setting up and managing the family budget.

- planning and preparing meals.

- doing routine cleaning and laundry.

- planning family activities.

- general home maintenance.

- entertaining.

- home decorating.

### Some Skills Used (from the "Skills Checklist" on pages 13-21)

- 19. record keeping
- 22. calculating
- 24. estimating
- 25. budgeting
- 40. planning
- 46. investigating/researching
- 17. following procedures
- 40. planning
- 58. improvising/experimenting/adapting
- 69. efficiency
- 20. sorting
- 41. organizing
- 72. persistence
- 63. performing repetitive tasks
- 35. negotiating
- 40. planning
- 41. organizing
- 1. using your fingers
- 2. using your hands
- 7. operating
- 9. adjusting
- 10. building/constructing
- 11. fixing/repairing
- 12. mechanical reasoning
- 29. talking
- 31. listening
- 40. planning
- 41. organizing
- 50. serving
- 64. working under pressure
- 40. planning
- 43. colour discrimination
- 55. visualizing/imagining
- 57. designing/displaying

In addition to the skills listed here, Jennifer has also demonstrated the following personal skills:

- 70. dependability
- 75. integrity

# SKILLS CHECKLIST\*

The skills checklist which follows is designed to help you identify the functional/transferable and personal skills you now have and decide which ones you would most enjoy using in your work.

1. First answer the question, "What have I done?" in as many ways as you can. List specific accomplishments or projects in which you have demonstrated some degree of skill, achieved a desired goal, or explored a new challenge. Include all segments of your life, whether work, leisure time, or school. List those accomplishments that made you feel good, not only ones that won you praise or rewards.

Depending on your past and present activities, your list could include jobs you've had (full-time, part-time, paid, or unpaid), projects/achievements while you were in school (a special project in which you took the lead role, a class presentation, a particular research paper, etc.), leisure/volunteer activities (woodworking, coaching soccer, organizing a bake sale, etc.), or a role you've had or still have (homemaker, parent, citizen, etc.). Identify specific events. For example: "The dog house I built" instead of "carpentry" or "My report on Sir John A. MacDonald" instead of "writing."

## Your Accomplishments

_____	_____
_____	_____
_____	_____
_____	_____

If necessary, continue this list on a blank piece of paper.

2. Now choose three accomplishments from your list which illustrate different aspects of your personality. Include job-related activities if they gave you a sense of satisfaction. Then list under each accomplishment the tasks/activities involved in that accomplishment. (If you're having difficulty breaking down your accomplishments into specific activities, the profiles on Dan and Jennifer on pages 9-12 may be helpful.)

## Your Accomplishments

## Tasks/Activities Involved

1. _____	_____
	_____
	_____
	_____
	_____
	_____
2. _____	_____
	_____
	_____
	_____
	_____
	_____



3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Next, insert these three accomplishments as headings for columns 1, 2, and 3 of the skills list on pages 15 - 21. (See the example “Working on a Family Tree” in the first unnumbered column.) Then, keeping in mind the tasks/activities involved in your **first** accomplishment, read each skill definition and check off that particular skill if it was used in achieving that accomplishment (the same way as Dan has with “Working on a Family Tree”). Next, keeping the tasks/activities involved in your **second** accomplishment in mind, review the skills list again, checking off the skills you used. Finally, keeping the tasks/activities involved in your **third** accomplishment in mind, review the skills list one more time, checking off the skills you used.

Now you know some of the skills you’ve used in the past. **(Take a few minutes at this time to put them in your Skills Passport under the heading “Skills I have used in the past.”)**

4. The next step is to decide which skills you want to use in your work in the future. Go back over the list of skills and check the “Skills I Want to Use in a Future Job” column if you want to use that particular skill in your future work. You may select skills which you did not use in your accomplishments if you now have them. **(Put these skills you want to use in the future in your Skills Passport under the heading “Skills I have and want to use in a future job.”)**

5. Finally, if there are some other skills which you do not now have but would like to develop, **add them to your Skills Passport under the heading “Skills I would like to develop in the future.”**

Now that you’ve filled in your *Skills Passport*, you’re probably wondering “What’s the next step?” “What do I do with it?” That depends on where you’re at right now in your career and what your goals are. If you need to prepare a resume, these lists of skills should help out. And, when you have a job interview, you can pull out your passport and review your skills to remind yourself about the many plusses you have to offer. Also, now that you know where your strengths lie, you’re in a much better position to translate your hidden credentials into a career move (see “Translating Our Hidden Credentials” on pages 6-7).

Regardless of how you use the *Skills Passport*, you’ve now discovered (or perhaps rediscovered) your many, many assets. Whatever the future brings, wherever you decide to go, whatever you decide to do in your career, you’ll know that you have a lot going for you. Your many skills are indeed a passport to the future.

A. Skills Group: Physical (Moving Your Body)					
	WORKING ON A FAMILY TREE	1	2	3	SKILLS I WANT TO USE IN A FUTURE JOB
1. USING YOUR FINGERS - Being exact when you use your fingers to hold things or move things.					
2. USING YOUR HANDS - Doing accurate and precise work with your hands.					
3. MOTOR COORDINATION - Being well coordinated when moving different parts of your body.					
4. ACTING QUICKLY - Doing something fast when necessary.					
5. STAMINA - Continually doing physically tiring work without becoming exhausted.					
6. STRENGTH - Doing heavy work - lifting, pulling, or carrying heavy things.					

B. Skills Group: Working With Machines or Tools					
7. OPERATING - Controlling, guiding or otherwise running tools, machines, vehicles, electronic devices, or other equipment.					
8. ASSEMBLING - Putting things together.					
9. ADJUSTING - Changing the settings on machines, devices, musical instruments, or electrical equipment to improve their performance.					
10. BUILDING/CONSTRUCTING - Using tools/equipment to build or construct objects, buildings, or structures.					
11. FIXING/REPAIRING - Fixing equipment, tools, machinery, appliances, etc.					
12. MECHANICAL REASONING - Understanding how machinery or tools operate and the relationship between mechanical operations.					

## C. Skills Group: Working With Details

	WORKING ON A FAMILY TREE	1	2	3	SKILLS I WANT TO USE IN A FUTURE JOB
<b>13.</b> CAUTION - Thinking about what you're doing so that you don't make mistakes.					
<b>14.</b> BEING PRECISE - Being accurate and exact on the job, meeting all specifications.					
<b>15.</b> ALERTNESS - Noticing problems, catching the mistakes others make, or being able to tell when something is wrong.					
<b>16.</b> ATTENTION TO DETAIL - Remembering to finish many small tasks. Completing each step at the right time and in the right order.	✓				
<b>17.</b> FOLLOWING PROCEDURES - Doing things exactly as directed.					
<b>18.</b> VERIFYING - Checking numbers or written material to be sure they are right. Checking the work of others.					
<b>19.</b> RECORD KEEPING - Maintaining written records of money, objects, merchandise, things, or facts.	✓				
<b>20.</b> SORTING - Sorting things in the right order. Placing things in the correct place or category.	✓				

## D. Skills Group: Working With Numbers

<b>21.</b> COUNTING - Determining how many items there are in one group.					
<b>22.</b> CALCULATING - Using basic arithmetic: adding, subtracting, multiplying, and dividing.					
<b>23.</b> MEASURING - Using tools or equipment to determine length, angle, volume, or weight.					
<b>24.</b> ESTIMATING - Judging the cost or size of things. Predicting the outcome of an arithmetic problem before it is calculated.					
<b>25.</b> BUDGETING - Planning exactly how you will spend money. Deciding what merchandise to buy and how much to spend, or how to get the work done at the lowest cost.					
<b>26.</b> NUMERICAL REASONING - Understanding how to work with numbers or statistics. Using numbers to solve problems. Knowing how to read data and interpret statistics.					



E. Skills Group: Communication					
	WORKING ON A FAMILY TREE	1	2	3	SKILLS I WANT TO USE IN A FUTURE JOB
27. READING - Getting information from written materials. Following written instructions on what to do or how to operate something.	✓				
28. WRITING - Using good grammar to make sentences and paragraphs that make sense. Being able to express oneself/explain things in writing.	✓				
29. TALKING - Finding it easy to talk to strangers in ordinary conversational settings.					
30. SPEAKING (PUBLIC) - Speaking in front of a group or audience.					
31. LISTENING - Listening carefully to whatever the other person is saying and responding appropriately.					
32. QUESTIONING - Asking the right questions to get useful information from others or to help them gain insight.	✓				
33. EXPLAINING - Being careful and clear when you are telling people about things, so that they can understand you quickly and easily.					
34. PERSUADING - Convincing others to do what you want.					
35. NEGOTIATING - Bargaining with others to solve a problem or reach an agreement.					

F. Skills Group: Leadership					
36. MAKING DECISIONS - Choosing an action and accepting responsibility for the consequences.					
37. DIRECTING/SUPERVISING - Overseeing or managing the work of others and accepting responsibility for their performance.					
38. INITIATING - Taking the first step. Getting things started.					
39. CONFRONTING - Telling others something that they do not want to hear about their behaviour, habits, etc.					
40. PLANNING - Developing projects or ideas through systematic preparation, and deciding in which order and at what time events will occur.	✓				
41. ORGANIZING - Coordinating the people and resources necessary to put a plan into effect.	✓				

## G. Skills Group: Sensory

	WORKING ON A FAMILY TREE	1	2	3	SKILLS I WANT TO USE IN A FUTURE JOB
<b>42.</b> SOUND DISCRIMINATION - Hearing slight differences in sound.					
<b>43.</b> COLOUR DISCRIMINATION - Seeing small differences in colours.					
<b>44.</b> SHAPE DISCRIMINATION - Seeing small differences in shapes and sizes, observing how things are alike or different.					
<b>45.</b> DEPTH DISCRIMINATION - Accurately judging distance, judging how far away or apart things are.					

## H. Skills Group: Reasoning

<b>46.</b> INVESTIGATING/RESEARCHING - Gathering information in an organized way in order to establish certain facts or principles.	✓				
<b>47.</b> ANALYZING - Breaking a problem into its parts so that each part can be dealt with separately.	✓				
<b>48.</b> SYNTHESIZING - Putting facts and ideas together in new and creative ways - finding new ways to look at problems or do things, creating new ideas by putting old ideas together in a new way.					
<b>49.</b> REMEMBERING - Having a good memory for facts, figures, or incidences. Being able to recall information accurately.					

## I. Skills Group: Working With Others

	WORKING ON A FAMILY TREE	1	2	3	SKILLS I WANT TO USE IN A FUTURE JOB
<b>50.</b> SERVING - Caring, doing things for others, providing a service upon request or when others are in need.					
<b>51.</b> TREATING - Performing a treatment to relieve a person's physical or psychological problems.					
<b>52.</b> COOPERATING - Working together with others to reach a common goal; working as part of a team to complete a task.					
<b>53.</b> ADVISING/COUNSELLING - Helping others cope with their personal/emotional/educational concerns by providing information or suggesting ways to solve their problems.					
<b>54.</b> TEACHING/TRAINING - Helping others learn how to do or understand something.					

## J. Skills Group: Creative

<b>55.</b> VISUALIZING/IMAGINING - Being able to form a mental image of concepts, objects, forms, drawings, models, blueprints, etc.					
<b>56.</b> CREATING/INVENTING - Originating new ideas or inventions.					
<b>57.</b> DESIGNING/DISPLAYING - Dealing creatively with spaces, products, objects, colours, or images.					
<b>58.</b> IMPROVISING/EXPERIMENTING/ADAPTING - Making changes or modifications to get the job done. Finding new and creative ways to accomplish tasks.					
<b>59.</b> PERFORMING/ENTERTAINING - Getting up in front of an audience or camera to entertain.					
<b>60.</b> DRAWING/PAINTING/SCULPTING - Conveying feelings or thoughts through works of art.					
<b>61.</b> WRITING/PLAYWRITING/COMPOSING - Creating new and original materials to entertain or amuse.					



## K. Skills Group: Working With Difficult Situations

	WORKING ON A FAMILY TREE	1	2	3	SKILLS I WANT TO USE IN A FUTURE JOB
<b>62.</b> TOLERATING DISCOMFORT - Being able to work in physically uncomfortable surroundings or stressful situations if the job demands it.					
<b>63.</b> PERFORMING REPETITIVE TASKS - Doing the same thing over and over in exactly the same way.					
<b>64.</b> WORKING UNDER PRESSURE - Meeting deadlines. Working while you are being watched or evaluated by your supervisor.					
<b>65.</b> RESPONDING TO FEEDBACK - Listening to the negative or positive comments of others and changing your behavior if necessary.					
<b>66.</b> SELF CONTROL - Controlling yourself when you are upset or things go wrong.					
<b>67.</b> DEALING WITH EMERGENCIES - Calmly and sensibly dealing with dangerous or threatening situations.					
<b>68.</b> RISK TAKING - Trying things you have never done before. Taking chances although there is a risk of getting hurt or losing money.					

L. Skills Group: Personal (self-management)		WORKING ON A FAMILY TREE	1	2	3	SKILLS I WANT TO USE IN A FUTURE JOB
69.	EFFICIENCY - Planning your work. Doing things without wasting time or energy. Finding faster ways of doing things.					
70.	DEPENDABILITY - Completing your work on time and being reliable. Keeping your word.					
71.	FLEXIBILITY - Changing tasks as needed. Knowing how to do very different tasks. Changing often from one task to another.					
72.	PERSISTENCE - Sticking to it. Working towards a goal in spite of distractions or interruptions. Concentrating on what you are doing. Finishing a job even though you want to do something else.					
73.	DRIVE - Pushing yourself to do the best you can. Working hard or for long hours. Being competitive.					
74.	CONFORMITY - Dressing and behaving according to the group's customs, rules, or conventions.					
75.	INTEGRITY - Basing your decisions on a code of ethics rather than on profitability or popular opinion. Acting the way you believe you should. Choosing not to take advantage of others.					
76.	PUNCTUALITY/PROMPTNESS - Being on time. Consistently making an effort to be where you are supposed to be at a given time.					
77.	LOYALTY - Being faithful and committed to a person, organization, or institution.					
78.	TACT - Being able to deal with difficult social situations without offending or embarrassing others.					
79.	UNDERSTANDING - Recognizing the feelings of others and letting them know that you are aware of what they feel.					
80.	ENTHUSIASM - Being keenly interested in and excited about what you are doing.	✓				
81.	PRIDE IN PERFORMANCE - Taking pride in the quality of work that you do. Consistently trying to do the very best job possible no matter what the task.	✓				

Once you've checked off the skills you used in all three accomplishments, don't forget to go over the list one last time to check off those skills you'd like to use in a future job. You may want to use a different colour of ink to highlight these particular skills.

# CAREER INFORMATION HOTLINE

Ever wondered . . . . .

- how you could finish high school, get a college diploma, or retrain for a different occupation?
- what an art therapist, a ceramics engineer, an avalanche observer, a \_\_\_\_\_ does, and how to become one?

# CALL THE HOTLINE

Ever needed advice on . . . . .

- how to write a resume or take an interview?
- how to get back into the workforce, or change occupations?

# CALL THE HOTLINE

Ever wanted to know . . . . .

- where to get financial help to go to school?
- what government programs exist for job creation and retraining?
- where you can get free career counselling?

# CALL THE HOTLINE

The Career Information Hotline is a toll-free telephone career information and referral service that will answer your questions Monday to Friday, 8:15 a.m. - 4:30 p.m.

In Edmonton: call 422-4266  
Elsewhere in Alberta: call 0 and ask for Zenith 22140

# GO AHEAD - MAKE A CALL



***SKILLS***  
PASSPORT





***SKILLS***  
PASSPORT







# ***SKILLS***

P A S S P O R T

---





Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Postal Code: \_\_\_\_\_ Phone Bus: \_\_\_\_\_

Res: \_\_\_\_\_

Date: \_\_\_\_\_

### Additional Information

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# DEFINITIONS

A **skill** is a learned ability to do something well. Basically, marketable skills are divided into three types.

**Technical skills** are the specific technical areas of knowledge and ability we have to have in order to do a particular job.

**Functional/transferable skills** are those skills developed through many everyday experiences. They are common to many life situations and, as they relate to work, can be transferred from one employer to another, one occupation to another, one industry to another.

**Personal (self-management) skills** are part of our personalities, acquired early in life, and developed as our way of handling different situations.

## MY SKILLS

Skills I have used in the past.

[illegible]

Skills I have and want to use in a future job.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Skills I would like to develop in the future.

_____	_____
_____	_____
_____	_____
_____	_____



# SKILL WORDS

## Communication Skills

- editing
- explaining
- interviewing
- listening
- negotiating
- persuading
- questioning
- reading
- speaking (public)
- talking
- writing

## Creative Skills

- creating/inventing
- designing/displaying
- drawing/painting/sculpting
- improvising/experimenting/adapting
- perceiving intuitively
- performing/entertaining
- visualizing/imagining
- writing/playwriting/composing

## Detail Skills

- alertness
- attention to detail
- being precise
- caution

following procedures  
record keeping  
sorting  
verifying

### Leadership Skills

administering  
confronting  
delegating  
directing/supervising  
initiating  
making decisions  
organizing  
planning

### Personal Skills

conformity  
dependability  
drive  
efficiency  
enthusiasm  
flexibility  
integrity  
loyalty  
persistence  
positive attitude  
pride in performance  
punctuality/promptness  
tact  
understanding

### Physical Skills

- acting quickly
- manual dexterity
- motor coordination
- stamina
- strength

### Reasoning Skills

- analyzing
- investigating/researching
- remembering
- synthesizing

### Sensory Skills

- sound discrimination
- colour discrimination
- shape discrimination
- depth discrimination

### Working with Difficult Situations Skills

- dealing with emergencies
- performing repetitive tasks
- responding to feedback
- risk taking
- self control
- tolerating discomfort
- working under pressure

## Working with Machines or Tools Skills

- adjusting
- assembling
- building/constructing
- fixing/repairing
- installing
- mechanical reasoning
- operating

## Working With Numbers Skills

- budgeting
- calculating
- counting
- estimating
- measuring
- numerical reasoning

## Working With Others Skills

- advising/counselling
- cooperating
- protecting/guarding
- serving
- teaching/training
- treating





[illegible]













*Karen Percy*

In the spring of '88, Karen Percy  
earned Canada not one, but two  
Olympic medals.

Skills combined with fierce  
determination and a go-for-it  
attitude won Karen those medals.

Put your skills to work for you . . .

**TOWARDS  
TOMORROW  
TODAY**

**Alberta**  
CAREER DEVELOPMENT  
AND EMPLOYMENT

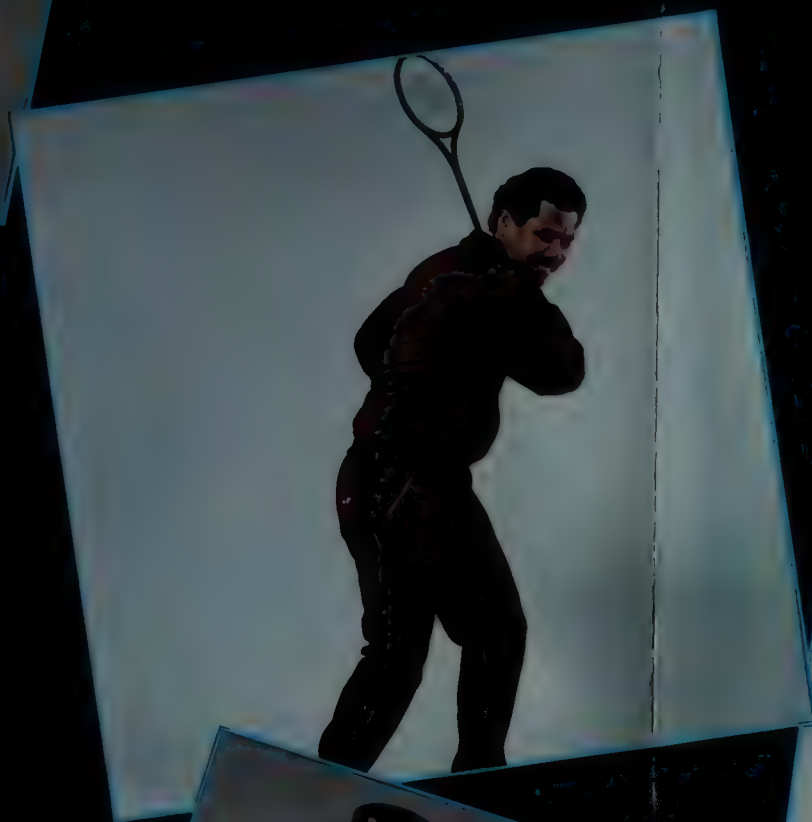


**Canada Career Week**  
NOVEMBER  

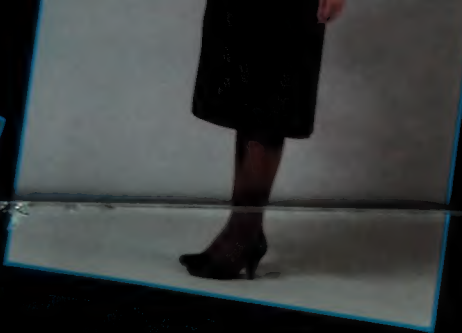

For information call the Career Information Hotline. Dial 0 and ask for Zenith 22140. In Edmonton call 422-4266.



# WHAT DO THESE PEOPLE HAVE IN COMMON?







Besides having a great time; they all work in the tourism/hospitality industry. By the year 2000, tourism is projected to be the world's leading industry.

Put your skills to work for you . . .

# TOWARDS TOMORROW TODAY

**Alberta**  
CAREER DEVELOPMENT  
AND EMPLOYMENT



**Canada Career Week**  
NOVEMBER

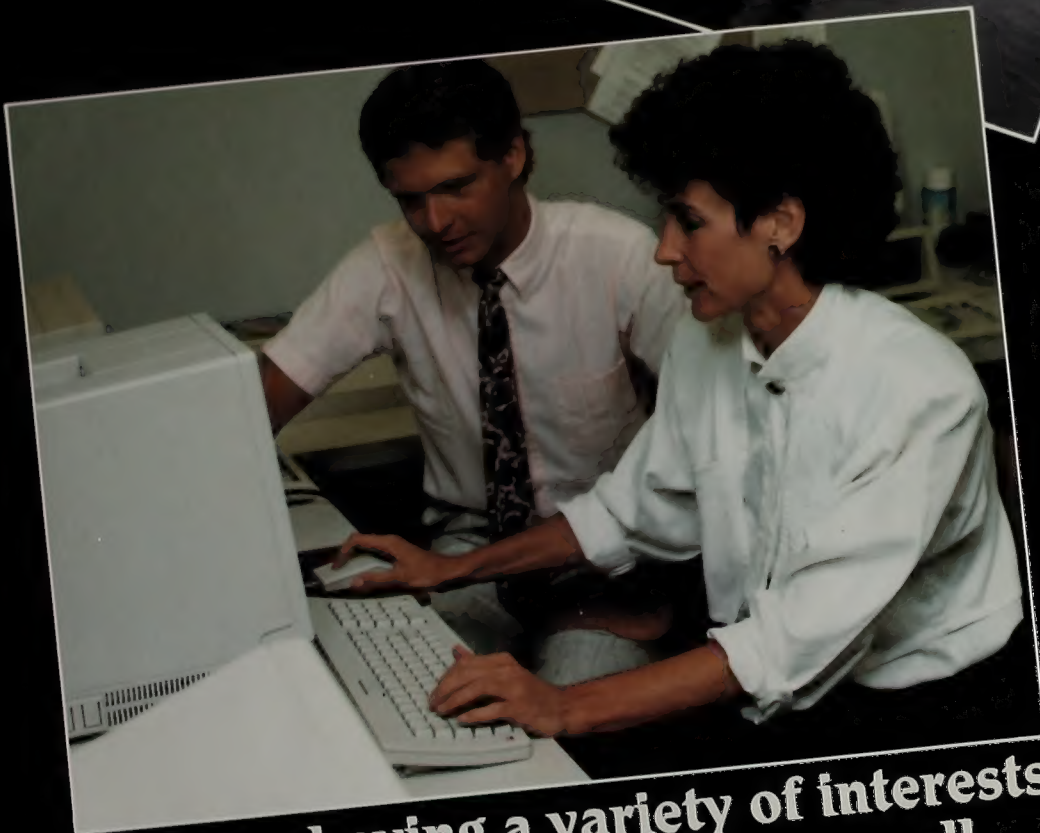


ALBERTA  
TOURISM  
EDUCATION  
COUNCIL



# WHAT DO THESE PEOPLE HAVE IN COMMON?





Besides having a variety of interests  
and flexible skills, they are all  
chartered accountants.

Put your skills to work for you . . .

**TOWARDS  
TOMORROW  
TODAY**

**Alberta**  
CAREER DEVELOPMENT  
AND EMPLOYMENT



**Canada Career Week**  
NOVEMBER



**CA** INSTITUTE OF  
CHARTERED ACCOUNTANTS  
OF ALBERTA



N.L.C. - B.N.C.



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